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ABSTRACT

Designed to measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules, this test is intended to be used with primary age children. Eight test passages were constructed at each of the first reader and high second reader levels from stories in the Ginn Basic Reader so that each passage contained test sentences for 12 deletion reansformations (WH deletion, BE deletion, WH and BE deletion, that and subject as object, performative deletion, imperative deletion, preposition deletion, verb phrase deletion, noun phrase deletion, noun phrase and auxiliary deletion, noun phrase and verb and other elements in the verb phrase deletion, and comparative deletion), half in the deleted form and the other half intact. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (WR)

NCTE Committee on Research

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CS 201 373

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 KENYON ROAD
URBANA, ILLINOIS 61801

Category: Reading

Title: Cloze Tests for Deletion Produced Structures

Author: Grace V. Cosens

Age Range: Primary

Description of the Instrument:

Purpose - To measure comprehension of intact and deleted sentence structures corresponding to selected deletion transformation rules.

Date of Construction - 1972

Physical Description - Deletion transformations are one of the set of elementary transformations in the transformational generative grammar and they function to remove items from a string of words. Fagan's (1969) grammar served as the starting point in delineation of deletion transformations to be included in the experimental cloze tests. Rules were added and omitted on the basis of linguistic analysis of primary reading material. Only optional deletion transformation rules could be included because both the intact and deleted forms corresponding to these rules are grammatical. Intact sentence structures refer to sentences in which words that could be optionally deleted by a transformation rule have been left intact.

The 12 deletion transformations in the final set follow:

1. WH deletion: Example - Here are the very best shoes you can buy.
2. BE deletion: Example - Nothing but bread in the wagon.
   - A big, big hill.
3. WH & BE deletion - Example - Here is a big bear funny and brown.

First Reader, Passage One, Version II

"We are ready to go now," said Mr. Wonderful.
"You get in the school bus."

Just then the children saw a balloon man.
"Balloons!" called the balloon man.
He had red balloons and he had blue balloons.
The children ran to get balloons as fast as they could.

"I want a red balloon," said one little girl.
"Red is the color that I like best."

Then the children ran and jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.
It went up over the trees and it went up over the houses.
"What can I do?" said Mr. Wonderful.

"I think I know what to do," said one of the children.
"We can help to make the bus come down.
We can pop the balloons.

Then pop, pop, pop!
Pop! went the big blue balloons and pop! went the big red balloons.
All of the children in the bus did get home to dinner.

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4. (That) & S as Object: Example - They think I am too little.
5. Performative deletion: Example - Zoom! Zoom!
   - On down a hill.
6. Imperative deletion: Example - Look in this bag.
7. Preposition deletion: Example - I can help you make a cake.
8. Verb phrase deletion: Example - Flip and Pony went fast.
9. Noun phrase deletion: Example - Mr. Green saw the girls and came to the door.
10. Noun phrase and auxiliary (verb) deletion: Example - The fly sat on his nose and then on his ear.
11. Noun phrase and verb and other elements in the verb phrase deletion: Example - A black bear came to the pond to drink and to catch fish.
12. Comparative deletion: Example - Before long he could read as well as anyone in the woods.

Eight test passages were constructed at each of the first reader and high second reader levels from stories in the Ginn Basic Readers so that each passage contained test sentences for all 12 deletion transformations, half in deleted form and the other half intact. The cloze technique was applied to all passages so that ultimately every word was deleted. Since there is some question about the validity of the cloze procedure at the first-grade level, an oral response was accepted. Pupils in grade two provided written responses to cloze blanks.

First Reader, Passage One, Version I

"We are ready to go now," said Mr. Wonderful.
"Get in the school bus."

Just then the children saw a balloon man.
"Here are balloons!" called the balloon man.
He had red balloons and blue balloons.
The children ran to get balloons as fast as they could run.

"I want a red balloon, " said one little girl.
"Red is the color I like best."

Then the children ran and the children jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.
It went up over the trees and the houses.
"What can I do?" said Mr. Wonderful.

"I think that I know what to do," said one of the children.
"We can help make the bus come down.
We can pop the balloons."

Then pop, pop, pop went the balloons!
Pop! went the big blue balloons and the big red balloons.
All of the children who were in the bus did get home to dinner.

Validity and Normative Data:

The tests were administered to 160 children in each of grade one and grade two. In order to ensure a representative sample of cloze test items, grade one pupils completed between 26 and 106 cloze blanks. The number of items completed by pupils at the second-grade level ranged from 111 to 129. First grade pupils obtained a mean proportion score of 0.329 on the cloze tests with a standard deviation of 0.145. Pupils in grade two obtained a mean of 0.357 and a standard deviation of 0.136. Correlations between scores obtained on the experimental cloze tests and the comprehension subtest of the Gates-MacGinitie tests were computed. The correlation coefficient at the first-grade level was 0.738 and at the second-grade level, 0.744. Both scores were statistically significant at the .001 level of confidence, suggesting that the experimental cloze tests are a valid measure of reading comprehension at both the first and second grade levels when an oral response is accepted from pupils in grade one.

Related Documents:

Cosens, Grace V. The effect of deletion produced structures on word identification and comprehension of beginning readers. Unpublished doctoral dissertation, University of Alberta, 1974.

Fagan, William T. An Investigation into the relationship between reading difficulty and number and types of sentence transformations. Unpublished doctoral dissertation, University of Alberta, 1969.

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Grace V. Cosens
"Cloze Tests for Deletion Produced Structures"
1972

DIRECTIONS FOR ADMINISTERING THE CLOZE TESTS

Say: "I have taken some stories from a grade one/two reader and I have left some of the words out. I want to see if you can tell what words should go in each of the spaces."

Grade One

Sample: Read: "Go fast, Flip," (pause and point to the space) Tom." Then say: "What word can go in this space (point)?" If the child responds correctly, proceed. If the child responds incorrectly, read the sentence with the word the child has suggested and say: "Does that word sound right?" If the child says yes, say: "Not quite. The word said can go in this space to make the sentence "Go fast, Flip," said Tom. If the child says no, say: "The word said can go in this space to make the sentence "Go fast, Flip," said Tom. Proceed with the next sentence. If the child does not respond after approximately 15 seconds, ask: "Do you have any idea what word could go in this space?" If no, say: "This is a practice one so I will help you." Then continue as above.

"Go fast, Flip," _____ Tom.
"Run fast, Pony.
_____ can play cowboy."
Flip _____ Pony did go fast.
_____Cowboy Tom went fast.
_____went Tom for a _____.

Test: Say: "Now I want you to tell me what word goes in each space on this page (present page). You may either read the sentence to yourself and then tell me what word should go in each space; or you can read the sentence out loud putting in the word that you think should go in the space." Record the child's response for each item on the answer form.

If the child does not respond after approximately 15 seconds, ask: "Do you have any idea what word could go in this space?" If not, say: "That's fine, leave that one and go on to the next one."

If the child responds with more than one word at any point in the test, say: "You can only put in one word."

.../2

Grade Two

Sample: Read the first two sentences and have the children orally complete the blanks. Then have them print one word in each blank in the remainder of the sample passages.

Test: Say: "Print one word in each blank on this page. If you need help to spell a word, put up your hand and I will help you."

One day Patsy and _____ mother went into the _____ paper store. They wanted _____ pick out wall paper ____ Patsy's room.

"Look, Mother!" _____ Patsy. "See all the _____ of wall paper! At _____ I liked this green _____ best of all. Now _____ like the yellow paper _____ the flowers better."

First Reader, Passage One, Version I

"We are ready to go now," said Mr. Wonderful.
"Get in the school bus."

Just then the children saw a balloon man.
"Here are balloons!" called the balloon man.
He had red balloons and blue balloons.
The children ran to get balloons as fast as they could run.

"I want a red balloon," said one little girl.
"Red is the color I like best."

Then the children ran and the children jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.
It went up over the trees and the houses.
"What can I do?" said Mr. Wonderful.

"I think that I know what to do," said one of the children.
"We can help make the bus come down.
We can pop the balloons."

Then pop, pop, pop went the balloons!
Pop! went the big blue balloons and the big red balloons.
All of the children who were in the bus did get home to dinner.

First Reader, Passage One, Version II

"We are ready to go now," said Mr. Wonderful.
"You get in the school bus."

Just then the children saw a balloon man.
"Balloons!" called the balloon man.
He had red balloons and he had blue balloons.
The children ran to get balloons as fast as they could.

"I want a red balloon," said one little girl.
"Red is the color that I like best."

Then the children ran and jumped on the bus.
Away went the big yellow bus.
Then the school bus went up, up, up.
It went up over the trees and it went up over the houses.
"What can I do?" said Mr. Wonderful.

"I think I know what to do," said one of the children.
"We can help to make the bus come down.
We can pop the balloons."

Then pop, pop, pop!
Pop! went the big blue balloons and pop! went the big red balloons.
All of the children in the bus did get home to dinner.

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First Reader, Passage Two, Version I

"Betty!" called Mother.
"Put on your red dress now."

"This is the dress that I like," said Betty.

Mother said, "I want something at the store.
Here is the money.
I want some apples and I want some eggs."

"Mother wants apples and eggs," said Betty.
"Will you help me to get them, Susan?"

Betty and Susan ran to Mr. Mac's store.
They ran as fast as they could run.
Then they ran home again.

Down went Betty.
Bump! Bump!
Betty jumped up and Betty looked.
Nothing but apples on the walk.
The eggs were not there.

"I think that they are at Mr. Mac's store," she said.
And they were.

First Reader, Passage Two, Version II

"Betty!" called Mother.
"You put on your red dress now."

"This is the dress I like," said Betty.

Mother said, "I want something that is at the store.
Here is the money.
I want some apples and eggs."

"Mother wants apples and Mother wants eggs," said Betty.
"Will you help me get them, Susan?"

Betty ran to Mr. Mac's store and Susan ran to Mr. Mac's store.
They ran as fast as they could.
Then they ran home again.

Down went Betty.
Bump! Bump! went Betty.
Betty jumped up and looked.
Nothing but apples was on the walk.
The eggs were not there.

"I think they are at Mr. Mac's store," she said.
And they were.

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First Reader, Passage Three, Version I

"I cannot find my Bunny," said Susan.
"I think my Bunny is lost."

"Tom! Betty!" called Mother.
"Will you please help Susan to find her Bunny?"

Betty and Tom ran to the toy box.
They ran as fast as they could run.
Tom took out his big airplane.
Zoom! Zoom!

They looked at the toy monkey and they looked at the toy mouse.
They looked at all the toys in the toy box.
"I see her little farm wagon and I see her little toy bus," said Tom.
"But I do not see Bunny."

Just then Ben came to the house.
"I have something Susan likes," he said.
"You look in this box."

"Bunny!" said Betty.
"Bunny was in Mr. Mac's store."

Susan came and Susan looked in the box.
She was happy to see Bunny.

First Reader, Passage Three, Version II

"I cannot find my Bunny," said Susan.
"I think that my Bunny is lost."

"Tom! Betty!" called Mother.
"Will you please help Susan find her Bunny?"

Betty ran to the toy box and Tom ran to the toy box.
They ran as fast as they could.
Tom took out his big airplane.
Zoom! Zoom! went the airplane.

They looked at the toy monkey and the toy mouse.
They looked at all the toys that were in the toy box.
"I see her little farm wagon and her little toy bus," said Tom.
"But I do not see Bunny."

Just then Ben came to the house.
"I have something that Susan likes," he said.
"Look in this box."

"Here is Bunny!" said Betty.
"Bunny was in Mr. Mac's store."

Susan came and looked in the box.
She was happy to see Bunny.

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First Reader, Passage Four, Version I

One day a little old woman made a pancake.
The pancake jumped out of the pan.
"I will help you catch that pancake," said the little old man.
The old man ran after the pancake and the old woman ran after the pancake.
The pancake called back, "You run as fast as you can.
You cannot catch me."

Pancake Man rolled on and Pancake Man rolled on.
On down a hill.
A dog that was at the foot of the hill saw the pancake.
"A pancake!" said the dog.
"This is something that I want for my dinner."
The dog ran after the pancake but could not catch it.

The Pancake Man met a fox.
He sang, "I ran away from a little old woman and I ran away from a little old man.
I know I can run away from you, too."

The fox said, "I do not want to run after you.
You sing for me again."
Pancake Man sat by the fox.
And the fox ate him up.

First Reader, Passage Four, Version II

One day a little old woman made a pancake.
The pancake jumped out of the pan.
"I will help you to catch that pancake," said the little old man.
The old man and the old woman ran after the pancake.
The pancake called back, "You run as fast as you can run.
You cannot catch me."

Pancake Man rolled on and on.
On down a hill went Pancake Man.
A dog at the foot of the hill saw the pancake.
"There is a pancake!" said the dog.
"This is something I want for my dinner."
The dog ran after the pancake but the dog could not catch it.

Then Pancake Man met a fox.
He sang, "I ran away from a little old woman and a little old man.
I know that I can run away from you, too."

The fox said, "I do not want to run after you.
Sing for me again."
Pancake Man sat by the fox.
And the fox ate him up.

First Reader, Passage Five, Version I

Betty and Nan ran up the street.
Soon they met Dick and they met Tom.
Buttons, Dick's little pet dog, was with the boys.

"You come with us," said Nan.
"We are going to look in the toy store window."

"Look at the toy cake," said Betty.
"I like to help Mother make cakes."

"There is a toy airplane," said Dick.
"A toy airplane is in the store window.
It can go faster than the train."

Buttons ran into the store and Buttons jumped up in the window.
The children did not know he was gone.
He ran over to a little bear and he ran over to a red ball.
"Bow-wow! Bow-wow!"

The children saw Buttons in the window.
"Look," said Nan.
"Buttons sees something that he wants."

First Reader, Passage Five, Version II

Betty ran up the street and Nan ran up the street.
Soon they met Dick and Tom.
Buttons, who was Dick's little pet dog, was with the boys.

"Come with us," said Nan.
"We are goin to look in the toy store window."

"Look at the toy cake," said Betty.
"I like to help Mother to make cakes."

"There is a toy airplane," said Dick.
"A toy airplane in the store window.
It can go faster than the train can go."

Buttons ran into the store and jumped up in the window.
The children did not know that he was gone.
He ran over to a little bear and a red ball.
"Bow-wow! Bow-wow!" said Buttons.

The children saw Buttons in the window.
"Look," said Nan.
"Buttons sees something he wants."

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First Reader, Passage Six, Version I.

"Let's go to the barn," said Betty.
"I want to see the turkeys and the new rooster."

" I hear something," said Tom.
"Can you help me to find that big noise?"

Then out of the barn came the big noise.
"I see something big," called Tom.
"Uncle Fred has a new tractor."

"Yes," said Aunt Mary.
"Uncle Fred's tractor is the noise that you hear.
He must get the farm ready and plant wheat."

Betty said, "The tractor is as big as the street sprinkler is.
The street sprinkler on Cherry Street."

Away went Uncle Fred on the big new tractor.
Down and back! went the tractor.
Soon Uncle Fred said, "It is time for dinner now.
I think Aunt Mary has ice cream for dinner."

"You come on, Susan," said Betty.
Away went Susan and Betty.
Tom looked at Pony and Tom laughed.
"Pony has come for me," he said.

First Reader, Passage Six, Version II.

"Let's go to the barn," said Betty.
"I want to see the turkeys and I want to see the new rooster."

"I hear something," said Tom.
"Can you help me find that big noise?"

Then out of the barn came the big noise.
"I see something that is big," called Tom.
"Uncle Fred has a new tractor."

"Yes," said Aunt Mary.
"Uncle Fred's tractor is the noise you hear.
He must get the farm ready and he must plant wheat."

Betty said, "The tractor is as big as the street sprinkler.
The street sprinkler is on Cherry Street."

Away went Uncle Fred on the big tractor.
Down and back!
Soon Uncle Fred said, "It is time for dinner now.
I think that Aunt Mary has ice cream for dinner."

"Come on, Susan," said Betty.
Away went Susan and away went Betty.
Tom looked at Pony and laughed
"Pony has come for me," he said.

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First Reader, Passage Seven, Version I

"Let's make little cakes," said Betty.
"Then we can have a party.
A birthday party for Bunny."

"I will run and I will bring some water," said Susan.
"I want to help make the birthday cakes."
"We do not have candles," said Betty.
"But this corn will look like little yellow candles look."

"I like the cakes we made," said Susan.
"Let's take Bunny for a walk in the garden."

White Hen came by with her chicks.
"Cluck! Cluck! said White Hen.
Red Hen and Black Hen came by.
They ate and they ate.
Soon all of the corn on the little cakes was gone.

"You look at the little cakes!" said Susan.
"Where is the corn?"

"I think hens like corn cakes," said Betty.
"We were going to have a party for Bunny.
But we had a party for three hens and we had a party for some little yellow chicks."

First Reader, Passage Seven, Version II

"Let's make little cakes," said Betty.
"Then we can have a party.
A birthday party is for Bunny."

"I will run and bring some water," said Susan.
"I want to help to make the birthday cakes."
"We do not have candles," said Betty.
"But this corn will look like little yellow candles."

"I like the cakes that we made," said Susan.
"Let's take Bunny for a walk in the garden."

White Hen came by with her chicks.
"Cluck! Cluck!"
Red Hen came by and Black Hen came by.
They ate and ate.
Soon all of the corn that was on the little cakes was gone.

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"Look at the little cakes!" said Susan.
"Where is the corn?"

"I think that hens like corn cakes," said Betty.
"We were going to have a party for Bunny.
But we had a party for three hens and some little yellow chicks."

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First Reader, Passage Eight, Version I

One day Mother Rabbit called, "Will you help me take this cabbage to Aunt Rabbit?"
"Yes, Mother," said Billy Rabbit.
"May I ride my new bicycle?"

"Do you think that you can ride your bicycle up that big hill?" said Mother Rabbit.
"I think that I can," said Billy Rabbit.
Then he took the cabbage and got on his bicycle.

A frog that was by the brook saw Billy Rabbit.
"That is a big hill," said the frog.
"A big, big hill."

Up went Billy and up went his bicycle.
Little by little.
Billy worked as hard as he could work.
Soon he was over the hill.

Aunt Rabbit was happy to see Billy Rabbit and his new bicycle.
"You stay to dinner, Billy," she said.
"I have something you will like.
We will have cabbage and we will have wheat cakes with honey."

First Reader, Passage Eight, Version II

One day Mother Rabbit called, "Will you help me to take this cabbage to Aunt Rabbit?"
"Yes, Mother," said Billy Rabbit.
"May I ride my new bicycle?"

"Do you think that you can ride your bicycle up that big hill?" said Mother Rabbit.
"I think I can," said Billy Rabbit.
Then he took the cabbage and he got on his bicycle.

A frog by the brook saw Billy Rabbit.
"That is a big hill," said the frog.
"It is a big, big hill."

Up went Billy and his bicycle.
Little by little Billy went.
Billy worked as hard as he could.
Soon he was over the hill.

Aunt Rabbit was happy to see Billy Rabbit and Aunt Rabbit was happy to see his new bicycle.
"Stay to dinner, Billy," she said.
"I have something that you will like.
We will have cabbage and wheat cakes with honey."

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Second Reader, Passage One, Version I

One morning Ben and Mary Ann ran to Father. "We are building a store at school," said Ben. "Can you help us to find some boxes, please?"

"I think there are some empty boxes in the basement," said Father. "You take as many as you want."

The children put some boxes on Ben's express wagon, and went up the street to school.

The man who was in the shoe store called to them, "Do you want some more boxes?"

"We want all the boxes we can get," said Ben.

Mr. Tony was the peanut man. He had a sign which said, "Popcorn and peanuts are warm and brown." He put a yellow box in the wagon.

"Thank you," called Ben. Then the children went around the block and on to school.

At school Mary Ann picked up the little yellow box. Rattle, rattle, rattle it went!

Ben said, "We can play store with these boxes and peanuts. Mr. Tony's peanuts are better than any other peanuts in town are."

Second Reader, Passage One, Version II

One morning Ben ran to Father and Mary Ann ran to Father. "We are building a store at school," said Ben. "Can you help us find some boxes, please?"

"I think that there are some empty boxes in the basement," said Father. "Take as many as you want."

The children put some boxes on Ben's express wagon, and they went up the street to school.

The man in the shoe store called to them, "Do you want some more boxes?"

"We want all the boxes that we can get," said Ben.

Mr. Tony was the peanut man. He had a sign which said, "Popcorn and peanuts, warm and brown." He put a yellow box in the wagon.

"Thank you," called Ben. Then the children went around the block and they went on to school.

At school Mary Ann picked up the little yellow box. Rattle, rattle, rattle!

Ben said, "We can play store with these boxes and we can play store with these peanuts. Mr. Tony's peanuts are better than any other peanuts in town."

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Second Reader, Passage Two, Version I

The day of the birthday party came. Mary Ann put on her new blue dress and her new blue shoes. Ben got dressed for the party and Joe got dressed for the party, too.

"Run to the window," called Mother. "Your friends will be here soon."

"That looks like the bus looks now," said Joe.

Mary Ann opened the door of the apartment and looked out. She saw five of her friends get off the elevator.

"Come in and see Sonny Bear dance," called Ben.

The children watched Sonny Bear dance and they watched him jump. Then they all helped Mary Ann eat the birthday cake!

After the party Mary Ann took some birthday cake out to Bill who was the elevator man.

"I thought something was happening up here today," he said. "Now I have a surprise for you. We will take a ride all the way to the basement." Then the elevator began to go down. Down to the basement it went. "We have some new neighbours," said Bill.

"Mrs. Tabby cat with five kittens!" said Mary Ann. "I like the fine sign that Bill has put on the box!"

Second Reader, Passage Two, Version II

The day of the birthday party came. Mary Ann put on her new blue dress and she put on her new blue shoes. Ben and Joe got dressed for the party, too.

"You run to the window," called Mother. "Your friends will be here soon."

"That looks like the bus now," said Joe.

Mary Ann opened the door of the apartment and she looked out. She saw five of her friends get off the elevator.

"Come in and see Sonny Bear dance," called Ben.

The children watched Sonny Bear dance and jump. Then they all helped Mary Ann to eat the birthday cake!

After the party Mary Ann took some birthday cake out to Bill, the elevator man.

"I thought that something was happening up here today," he said. "Now I have a surprise for you. We will take a ride all the way to the basement." Then the elevator began to go down. Down to the basement. "We have some new neighbours," said Bill.

"There is Mrs. Tabby cat with five kittens!" said Mary Ann. "I like the fine sign Bill has put on the box!"

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Second Reader, Passage Three, Version I

Three circus clowns were dressing in a small tent. They were looking in their big boxes for trick hats and funny shoes. The three clowns wanted to look as funny as they could look for the big circus.

The tall clown had a policeman suit and green hair. He got into his old car. Away he went into the big tent.

The big clown had a trick hat. "This is the funniest hat that I have," said the big clown. "I think the children will like it." The hat had a little bell on the top. Tinkle! Tinkle! went the bell. The big clown went out with Billy, his trick goat.

The little clown was dressing too. He painted his face white and he put a big red dot on his nose. Into the circus tent he went.

Mary and Ben were in the big circus tent.

"There are the clowns!" called Mary. "The clowns are coming this way."

"I see the clown who helped me find my ticket," said Ben.

"He sees you too, Ben," said Father. "You look at him wave."

Second Reader, Passage Three, Version II

Three clowns were dressing in a small tent. They were looking in their big boxes for trick hats and they were looking in their big boxes for funny shoes. The three clowns wanted to look as funny as they could for the big circus.

The tall clown had a policeman suit and he had green hair. He got into his old car. Away he went into the big tent.

The big clown had a trick hat. "This is the funniest hat I have," said the big clown. "I think that the children will like it." The hat had a little bell on the top. Tinkle! Tinkle! The big clown went out with Billy who was his trick goat.

The little clown was dressing too. He painted his face white and put a big red dot on his nose. Into the circus tent he went.

Mary was in the big circus tent and Ben was in the big circus tent.

"The clowns!" called Mary. "The clowns are coming this way."

"I see the clown who helped me to find my ticket," said Ben.

"He sees you too, Ben," said Father. "Look at him wave."

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Second Reader, Passage Four, Version I

"Mother!" Ben called. "Guess where I'm going. Father is going to take me to the ball game. The game is at the ball park."

"I'm glad you can go," said Mother.

"Yes," said Ben. "We are going on Saturday."

The days went by. Then one morning Ben said, "This is the day that I'm going to the big game."

"I will help you get ready," said Mother. She brought Ben his hat and she brought him his baseball glove.

Away Ben and Father went to the ball park. They soon found their places and they sat down.

All the people were talking and laughing. Ben's father was talking as loud as anyone was talking.

All at once there was the loud pop of a ball. Everybody watched the ball go high into the air. Up, up, up! Then the ball began to come down. Thump it went into Ben's baseball glove.

The people who were around Ben called, "Good catch, boy!"

Second Reader, Passage Four, Version II

"Mother!" Ben called. "You guess where I'm going. Father is going to take me to the ball game. The game at the ball park."

"I'm glad that you can go," said Mother.

"Yes," said Ben. "We are going on Saturday."

The days went by. Then one morning Ben said, "This is the day I'm going to the big game."

"I will help you to get ready," said Mother. She brought Ben his hat and baseball glove.

Away Ben went to the ball park and away Father went to the ball park. They soon found their places and sat down.

All the people were talking and they were laughing. Ben's father was talking as loud as anyone.

All at once there was the loud pop of a ball. Everybody watched the ball go high into the air. Up, up, up it went! Then the ball began to come down. Thump it went into Ben's baseball glove.

The people around Ben called, "Good catch, boy!"

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Second Reader, Passage Five, Version I

"Some of the children at school have gardens," thought Abel. "I will have one, too." He picked up cans and he picked up sticks. Then he took the shovel and began to dig.

Mr. Gates looked out of his window. "You cannot have a garden without corn," he said.

Abel knew how to plant beans, but he did not know how to plant corn. "Can you help me plant my corn?" he asked.

Mr. Gates told him just what to do. "You put four seeds in each hill," he said. "I suppose you have heard the old rhyme?

One is for the squirrel,
One is for the crow,
One is for the chicks,
And one is to grow."

Mr. Gates' rhyme could not have been right. The squirrels and the chicks did not get this corn. How it did grow! It grew right up under Mr. Gates' window.

Mr. Gates said, "This is about the best corn I ever saw. It is as pretty as a picture is."

Second Reader, Passage Five, Version II

"Some of the children who are at school have gardens," thought Abel. "I will have one, too." He picked up cans and sticks. Then he took the shovel and he began to dig.

Mr. Gates looked out of his window. "You cannot have a garden without corn," he said.

Abel knew how to plant beans, but not corn. "Can you help me to plant my corn?" he asked.

Mr. Gates told him just what to do. "Put four seeds in each hill," he said. "I suppose that you have heard the old rhyme?

One is for the squirrel,
One is for the crow,
One is for the chicks,
And one to grow."

Mr. Gates' rhyme could not have been right. The squirrels did not get this corn and the chicks did not get this corn. How it did grow! Right up under Mr. Gates' window.

Mr. Gates said, "This is about the best corn that I ever saw. It is as pretty as a picture."

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Second Reader, Passage Six, Version I

Up flew the big airplane.

"Just the same old trip," said the pilot. "There is the same train that we always see on the track here."

"There are the piles of lumber at the lumber mill and by the loading station," said the co-pilot.

The pilot knew all of the big farms which were along the way.

All at once the co-pilot said, "Look down there! What is that by the farmhouse? It looks like smoke looks."

The airplane turned and flew over the farmhouse. Roar! Roar! it went.

"I don't see a fire engine," said the co-pilot. "I don't think the farmer knows that his barn is burning."

Around the airplane went once again. It flew low and it flew straight ahead. The farmer and his wife heard the noise.

Soon the pilot saw two big fire engines come up the road. He watched the fire engines help to put out the fire.

Second Reader, Passage Six, Version II

Up flew the big airplane.

"This is just the same old trip," said the pilot. "There is the same train we always see on the track here."

"There are the piles of lumber at the lumber mill and there are the piles of lumber by the loading station," said the co-pilot.

The pilot knew all of the big farms along the way.

All at once the co-pilot said, "You look down there! What is that by the farmhouse? It looks like smoke."

The airplane turned and it flew over the farmhouse. Roar! Roar!

"I don't see a fire engine," said the co-pilot. "I don't think that the farmer knows that his barn is burning."

Around the airplane went once again. It flew low and straight ahead. The farmer heard the noise and his wife heard the noise.

Soon the pilot saw two big fire engines come up the road. He watched the fire engines help put out the fire.

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Second Reader, Passage Seven, Version I

Far away in the big woods was a little pond. The animals thought the little pond was beautiful.

A mother duck quacked to her baby ducks who were near the shore. A black bear came to the pond to drink and to catch fish. The birds liked the little pond and the raccoons liked the little pond, too.

One summer there was no rain for many days. The grass the rabbit liked to eat turned brown.

The duck said, "Far away through the trees, there is a big lake which has more water than our little pond has. I will help you find it. You follow me."

All the animals followed. On through the hot dry woods. All at once they heard a loud noise overhead.

"I have found it," quacked the duck. "I saw green grass and I saw flowers there."

For many days the animals stayed by the big lake. Then one day it rained and they started back to the little pond. The duck went ahead and showed the others the way. The animals did not think the trip was a long one this time.

Second Reader, Passage Seven, Version II

Far away in the big woods was a little pond. The animals thought that the little pond was beautiful.

A mother duck quacked to her baby ducks near the shore. A black bear came to the pond to drink and he came to the pond to catch fish. The birds and the raccoons liked the little pond, too.

One summer there was no rain for many days. The grass which the rabbit liked to eat turned brown.

The duck said, "Far away through the trees, there is a big lake which has more water than our little pond. I will help you to find it. Follow me."

All the animals followed. On through the hot dry woods they went. All at once they heard a loud noise overhead.

"I have found it," quacked the duck. "I saw green grass and flowers there."

For many days the animals stayed by the big lake. Then one day it rained and they started back to the little pond. The duck went ahead and she showed the others the way. The animals did not think the trip a long one this time.

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Second Reader, Passage Eight, Version I

Every morning all the animals in the woods went to school. That is, they all went but Timothy Bear.

One day Timothy saw something in his mailbox, but he did not know how to read.

Soon Billy Bunny came down the road and Betty Bunny came down the road. Hoppity-hop! Hoppity-hop! Billy was helping Betty to carry a big bowl of cabbage salad.

The five squirrel brothers brought an apple pie and a basket of nuts. More animals came by and each one had a covered basket.

Timothy followed them and he peeked around a tree. A picnic! It was the most wonderful picnic that he had ever seen. Timothy began to cry.

Mac Mouse saw Timothy. "Come to the picnic," he called. "The postman put a letter about the picnic in your mailbox."

Just then Mother Bear came down the road with a ginger cake and she came down the road with Timothy's letter. "Now you can see it is always good to know how to read," she said.

The very next day Timothy went to school. Before long he could read as well as anyone in the woods could read.

Second Reader, Passage Eight, Version II

Every morning all the animals who were in the woods went to school. That is, they all went but Timothy Bear.

One day Timothy saw something in his mailbox, but he did not know how to read.

Soon Billy Bunny and Betty Bunny came down the road. Hoppity-hop! Hoppity-hop! they went. Billy was helping Betty carry a big bowl of cabbage salad.

The five squirrel brothers brought an apple pie and they brought a basket of nuts. More animals came by and each one had a covered basket.

Timothy followed them and peeked around a tree. It was a picnic! It was the most wonderful picnic he had ever seen. Timothy began to cry.

Mac Mouse saw Timothy. "You come to the picnic," he called. "The postman put a letter about the picnic in your mailbox."

Just then Mother Bear came down the road with a ginger cake and Timothy's letter. "Now you can see that it is always good to know how to read," she said.

The very next day Timothy went to school. Before long he could read as well as anyone in the woods.

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